NATIONAL SCHOOL

OF

ELOCUTION AND ORATORY.

1874-5.

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CATALOGUE

OF THE

NATIONAL SCHOOL

OF

ELOCUTION AND ORATORY

(1418 CHESTNUT STREET, PHILADELPHIA,)

FOR

1874,

WITH

PROSPECTUS

FOR

1875.

ARS EST CELARE ARTEM.

PHILADELPHIA:
CULBERTSON & BACHE, PRINTERS, EIGHTH AND JAYNE STS.
1874.



CONTENTS.

	PAGE.
TRUSTEES,	4
FACULTY,	5
CALENDAR FOR 1875:	
Terms,	6
Examinations,	6
Alumni Meeting,	6
Commencement,	7
GRADUATES—CLASS OF '74,	8
CATALOGUE OF STUDENTS, FOR 1874:	
Ladies,	9
Gentlemen,	10
Summary,	12
HISTORY OF THE INSTITUTION:	
General Statement,	13
Name,	14
Previous Location,	15
Estimated Number of Students, &c.,	15
First Annual Commencement,	15
Extract from "The Press,"	16
Address, by Hon. James Pollock,	17
Oration, by Hon. John W. Forney,	18
Address to Graduating Class,	20
LOCATION,	23
COURSES OF INSTRUCTION,	23
Junior Term,	23
Senior Term,	24
Summer Course,	24
Private Instruction,	24
Special Instruction,	25
Evening Classes,	25
Literary Course,	26
EXPENSES:	
Regular Course,	25
Literary Course,	26
BASIS OF PRINCIPLES:	
Summary,	27
Theory,	28
DIPLOMA AND CERTIFICATE,	35
PRIZES,	35
GENERAL ADVANTAGES,	35

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TRUSTEES.

Bishop MATTHEW SIMPSON,

PETER B. SIMONS,

Hon. JAMES POLLOCK, LL.D.,

D. NEWLIN FELL,

A. G. B. HINKLE, M. D.,

JOHN WANAMAKER,

WILLIAM G. CROWELL,

WILLIAM ALLEN, LL.D.,

WILLIAM M. CLARK,

WILLIAM BUCKNELL,

JOHN H. BECHTEL,

J. W. SHOEMAKER, A. M.

FACULTY.

J. W. SHOEMAKER, A. M., PRINCIPAL,

Professor of the Science and Art of Elocution, and Lecturer upon Conversation and Oratory.

MRS. J. W. SHOEMAKER, ASSOCIATE PRINCIPAL,

Special Reading, Recitation and Literature.

J. H. BECHTEL, SECRETARY,

Rhetoric and History, and Assistant in Expressive Reading.

R. O. MOON,

Assistant in Vocalization and Reading.

J. SOLIS COHEN, M. D.,

Lecturer on Physiology of Voice.

JOSEPH THOMAS, LL. D.,

Lecturer on General Literature.

J. M. HABEL, Ph. D.,

Lecturer on History.

.....

Lecturer on Shakspeare.

M. F. EATON,

Treatment of Stammering and other defects of Speech.

D. E. WOODS,

Gymnastics.

CALENDAR FOR 1875.

TERMS.

WINTER TERM begins Monday, February 1.
Winter Term ends Friday, April 9.

SPRING TERM begins Monday, April 12.
Spring Term ends Friday, June 18.

SUMMER TERM begins Monday, June 21.
Summer Term ends Friday, August 27.

FALL TERM begins Monday, October 4.
Fall Term ends Friday, December 10.

EXAMINATIONS.

The Examinations will be held Monday, Tuesday and Wednesday of the last week in each Term.

ALUMNI MEETING.

The annual meeting of the Alumni will be held in the rooms of the Institution, on the afternoon of Commencement day.

COMMENCEMENT.

The Second Annual Commencement will be held at the close of the Winter Term. The date cannot be definitely announced.

The exercises will be held in the American Academy of Music, and will consist of an Oration pronounced by some distinguished orator, an Address to the Graduates, and the Presentation of Diplomas; the whole interspersed with music.

It is designed as soon as practicable to include a short competitive exercise in Elocution.



GRADUATES.

CLASS OF '74.

LADIES.

ANNA ROBERTSON,	PHILADELPHIA, PENNA.
MARY BOYLE,	" "
GERTIE BUNNELL.	" "
ADDIE L. GUERNSEY,	FRANKFORD, "
LAURA SWARTZLANDER,	YARDLEYVILLE, "
CLARA A. ELLIOTT,	BRYN MAWR, "
EMMA A. BREWER,	BINGHAMPTON, N. Y.

GENTLEMEN.

REV. EDWARD BRAISLIN,	PHILADELPHIA, PENNA.
J. H. BECHTEL,	" "
D. S. CRAMP,	" "
WM. JEFFERSON GUERNSEY,	FRANKFORD, "
I. L. IRWIN,	GENERAL WAYNE, "
REV. A. B. BRAINE,	WILLIAMSPORT, "
HENRY J. JONES,	BALTIMORE, Md.
HARLAN P. TOWNSEND,	ATHOL, MASS.
REUBEN O. MOON,	FORKED RIVER, N. J.

STUDENTS.

1874.

LADIES.

Mary Bowen,	Bridgeton,	New Jersey.
Emma A. Brewer,	Binghampton,	New York.
Victoria L. Brown,	Bristol,	Pennsylvania.
Nellie Burns,	Philadelphia,	"
Mary Boyle,	"	"
Gertie Bunnell,	"	"
Joanna Coleman,	Yardleyville,	"
Letitia Caldwell,	Erie,	"
Mary K. Devine,	Philadelphia,	"
Ellen Doyle,	"	"
Mary Doyle,	"	"
Mary E. Douglass,	Germantown,	"
Mrs. Kate C. Evans,	Frankford,	"
Clara A. Elliott,	Bryn Mawr,	"
Mary Field,	Newtown,	"
Addie L. Guernsey,	Frankford,	"
Jennie F. Givler,	Attleboro,	"

Belle P. Glazier,	Huntingdon,	Pennsylvania.
Gertrude Harris,	Philadelphia,	"
Kate Hilsey,	"	"
Jennie Johnson,	Kennett Square,	"
Rachel E. Lamb,	Baltimore,	Maryland.
Emma Laverell,	Philadelphia,	Pennsylvania.
Amele Myers,	"	"
Mrs. L. M. Nyce,	"	"
L. S. Pepper,	Palmyra,	Missouri.
Laura Rose,	Philadelphia,	Pennsylvania.
Anna Robertson,	"	"
Mattie Schofield,	Aiken,	S. Carolina.
Mrs. E. Stafford Samm,	Hillsdale,	Michigan.
Laura Swartzlander,	Yardleyville,	Pennsylvania.
Emma B. Walter,	Philadelphia,	"
C. S. White,	"	"
Annie F. Young,	"	"

GENTLEMEN.

Alonzo Amerman,	Philadelphia,	Pennsylvania.
John Berry,	Camden,	New Jersey.
Edward W. Bennett,	Bridgeboro,	"
Rev. W. S. Barnart,	Beverly,	"
Rev. Edward Braislin,	Philadelphia,	Pennsylvania.
Rev. A. B. Braine,	Williamsport,	"

C. A. Bockoven,	Seneca Falls,	New York.
Rev. F. E. Bowers,	Middleburg,	Pennsylvania.
Rev. B. F. Beck,	Philadelphia,	"
H. G. Bond,	"	"
J. H. Bechtel,	"	"
Rev. Chas. E. Betticher,	"	"
D. S. Cramp,	"	"
Louis R. Curran,	"	"
H. O. Cheeseman,	"	"
Prof. Chas. M. Carter,	Worcester.	Massachusetts.
Rev. F. E. Dobbins,	Roxborough,	Pennsylvania.
Dennis F. Dealy,	Philadelphia,	"
Rev. W. A. Ferguson,	Daretown,	New Jersey.
Rev. W. F. Garrett,	Philadelphia,	Pennsylvania.
John Graham,	"	"
James A. Goodhart,	Newville,	"
Wm. Jefferson Guernsey,	Frankford,	"
A. W. Haines,	Chestnut Hill,	"
D. W. Hallam,	Philadelphia,	"
Charles B. Heston,	Frankford,	"
Julius F. H. Harrison,	Tuscola,	Michigan.
Thomas B. Harned,	Camden,	New Jersey.
I. L. Irwin,	General Wayne,	Pennsylvania.
James Johnson,	Philadelphia,	"
Willie Jones,	"	"
Samuel J. Johnson,	"	"
Henry J. Jones,	Baltimore,	Maryland.
J. M. Lichtebarger,	New Vernon,	New Jersey.
A. McClements,	Philadelphia,	Pennsylvania.
Rev. H. C. Mayer,	"	"
Rev. J. T. Myers,	"	"
Reuben O. Moon,	Forked River,	New Jersey.

B. F. Pratt,	Willoughby,	Ohio.
H. C. Piggott,	Philadelphia,	Pennsylvania.
J. Howard Reeves,	"	"
Jas. B. Ramsey, Jr.	"	"
J. H. Reall,	"	"
Rev. Alex. Sloan,	"	"
W. B. Smith,	"	"
John C. Sharpe,	Oakville,	"
H. K. Swope,	Chico,	California.
Robert Tener,	Philadelphia,	Pennsylvania.
Harlan P. Townsend,	Athol,	Massachusetts.
Albert W. Vail,	Philadelphia,	Pennsylvania.
Washington Van Duzen,	Philadelphia,	"
W. N. Wilson,	Middletown,	Delaware.
Rev. Wm. C. Wood,	Morton,	Pennsylvania.
Prof. D. E. Woods,	Mt. Vernon,	Missouri.

SUMMARY.

Ladies,	34
Gentlemen,	54
Total,	88

HISTORY.

The very liberal provision made for the general diffusion of knowledge, is probably the proudest boast of the great American Republic. This provision is not only abundant in the opportunity afforded the masses for a rudimentary education, but it is broad and generous in the variety of education as adapted to the variety of public need.

Schools, not only of Philosophy, of the Sciences and the Arts, but schools of distinctive sciences and distinctive arts have found a location in almost every commonwealth of the country. In the face of these statements, it is a remarkable fact that scarcely any attention has been given to the science and the art which concern the most common intercourse of life.

Schools have been established for the development of grace and strength in the human form; for the education of the hand and eye in tracing Nature upon wood, stone and canvas; organizations of the highest order have been created for the direction of the human voice in song. But we are not aware that previous to the organization of the National School of Elocution and Oratory, any institution has ever existed with the *distinctive* object of culture in human speech.

Need we here urge the importance of this culture? Speech is the one great natural outlet of the soul, the only noble medium of thought and feeling between man and man; and yet, as thoroughly subject to certain laws of protection and guidance as any power within the gift of the Creator.

As a *physical agent* it calls into play most vital organs, and its study becomes in a great measure the study of the laws of health. *Socially*, speech must be regarded the most effective medium of intercourse. A man's *business* or *profession* has added importance and force through the magic of the voice. As a being of *moral responsibility* man is endowed with no higher agent for the transmission of his counsel, his sympathy, and his influence.

Prompted by such considerations as these, it was the highest aim of the Principals of this Institution in entering upon their work eight years ago, as teachers of Elocution in the city of Philadelphia, to establish a school for instruction in this department of *science* and *art*. They can hardly say it was their *hope*. Through labor and faith, under the blessing of God, it has passed through various stages of experiment, discouragement, struggle and success, and stands to-day with such fruits of its work, such progress in its arrangements, and such facilities for its future operations as will, we believe, commend it to the encouragement and the support of the public; and, under the continued blessing of Providence, guarantee to it a more abundant success in the future.

It is unnecessary to indicate the several changes of name and place since entering upon the work in 1866. The purpose of a distinctive institution assumed definite shape during the year of 1872–3, and the school was opened under its present title, the

NATIONAL SCHOOL OF ELOCUTION AND ORATORY,

on September 1, 1873. The present organization, however, was largely the work of the following school year, culminating in the Commencement exercises of the first graduating class, and the

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ANNUAL,

BY J. W. SHOEMAKER, A. M.,

PROFESSOR OF ELOCUTION.

THE ELOCUTIONIST'S ANNUAL has been prepared to supply a growing demand for a fresh, cheap book of Selections, Dialogues, Tableaux, &c., and the price has been placed so low that it is within the reach of all. Each book contains nearly 200 large 12mo. pages on heavy, strong paper, in clear, open-faced type, easy to read, and comprises pieces suitable for **The Holidays, School Exhibitions, Lyceums and Literary Societies, Anniversaries, Church and Sunday School Gatherings, Educational, Temperance, and Political Meetings,** and a large and varied list of selections for **Public** and **Professional Entertainments.**

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READINGS AND LECTURES.

Arrangements may be made by parties for either **MR.** or **MRS. SHOEMAKER**, or both, for **Evening Entertainments**, consisting of

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with annotations, designed to illustrate the style of various authors, has been carefully prepared by Mrs. Shoemaker, and will be given in course, or separately. An entertainment from each of the following writers now ready: Longfellow, Tennyson, Dickens.

"How to Say Things,"

a popular lecture by PROF. SHOEMAKER, illustrating in a terse, practical and often humorous way, the manner in which things should and should not be said, touching at the same time ingeniously and forcibly upon some of the vital questions of the hour. Also,

"An Hour with Shakspeare,"

in which the character and genius of the great Bard of Avon are vividly pictured, and the almost infinite range of this wonderful author illustrated by felicitous quotations from his works.

Either of the above lectures will constitute an Evening's Entertainment.

Respectfully,

J. H. BECHTEL, Secretary.

1418 Chestnut Street, Philadelphia.

EXTRACTS FROM THE PRESS.

The success of "How to Say Things, by Prof. Shoemaker, at the Academy of Music last evening, certainly establishes for him a position as a lecturer, of which he may well be proud. The vast audience assembled seemed to be entranced by his eloquence, and until he made his final bow, the interest never ceased for a moment.—*Philadelphia Evening Bulletin.*

It is impossible to describe the irresistible humor which characterized the rendition of the dialogue between "Scotty Briggs and the Virginia City Preacher," and it may be truly said that a finer specimen of dramatic reading was never heard in Library Hall. The unanimous burst of applause which greeted the Professor at the conclusion, amply testified to the appreciation of the audience.—*Pittsburg Dispatch.*

We remember nothing in all our experience more powerful and pathetic than "Jean Ingelow's High Tide," by Mrs. Shoemaker.—*Methodist Home Journal.*

The lecture ('An Hour with Shakspeare') was a production of sterling merit, evincing the profound research as well as the ripe scholarship of the author, and was delivered in the author's own inimitable style.—*Huntington Globe.*

The closing lecture of the course before the Young Men's Christian Association, was delivered last evening by Prof. J. W. Shoemaker, in the hall of the Association, 1215 Chestnut street. Mr. Shoemaker took for his subject "Shakspeare," which he handled with rare ability. The audience was delighted and interested with his reading, and testified their appreciation of his efforts by applause.—*Philadelphia Press.*

His reputation as a lecturer ranks with that of the foremost in the country.—*Miner's Journal.*

As an Institute worker, a popular reader and lecturer, an instructor in Seminaries and Colleges, and an Editor of an Elocutionary work of rare merit, Prof. Shoemaker needs no introduction to educators.—*Shippensburg News.*

His skill of imparting is such as to render his services of first importance.—*Pittsburg Commercial.*

Prof. Shoemaker richly deserves his early popularity as a reader and lecturer.—*Philadelphia Evening Star.*

Her rendition of Edgar A. Poe's weird production, "The Raven," was a beautiful specimen of histrionic talent, and held the audience spell-bound during its performance.—*Norrist'n Herald.*

The annual visits of Prof. and Mrs. Shoemaker to our place have grown to be events of general public interest, and their readings are always listened to by large and appreciative audiences. The press of the country wherever they have been gives echo to the golden opinions expressed by their many admirers in Waynesburg, and places them beside the greatest artists of their class in the land —*Waynesburg Independent.*

Mr. and Mrs. Shoemaker stand in the front rank of elocutionists, and are endorsed by the most prominent educators of the day.—*Woodstown Register.*

Rarely have we seen an audience as large as that which filled the Academy of Music last night, or one that was more enraptured by a discourse.—*Philadelphia Age.*

Mr. Shoemaker now ranks as one of our greatest elocutionists. His voice is completely under his control; the muscles of his face are equally well trained, for he can, in rapid succession, assume feelings of sorrow and joy, despair and hope, pain and pleasure, the sublime and ridiculous, and manifest these sensations by his facial expression The applause Mr. Shoemaker received during his readings proved that the audience appreciated his abilities.—*Doylestown Paper.*

Pervaded by a noble spirit of humanity, and enlivened by sallies of wit and humor.—*Kittanning Free Press.*

In the reading of Hiawatha, we have never heard her equal.—*Waynesburg Independent.*

Prof. Shoemaker delivered his lecture entitled "How to Say Things," before a brilliant audience of the *elite* of Chester, and its environs. The lecture was a rare intellectual treat, sparkling with wit, replete with gems of thought and ornamented with the choicest rhetoric. Few of our popular lecturers are more gifted with the natural grace and power of a true orator than Prof. J. W. Shoemaker.—*Delaware County Democrat.*

formal inauguration, June 11, 1874, a report of which will be found appended.

The following items of detail may be of interest. The work bearing directly upon the present organization was commenced at 1223 Green street, on the 6th of August, 1866. Since that date the Principals have been variously occupied with private students, private classes, instruction by lecture and practical drill in a great variety of schools, academies, colleges and Theological seminaries. While this has sometimes seemed to dissipate their purpose, it has afforded a breadth of experience which could not possibly have been gained in any other way.

It is estimated that not less than three thousand students have been under instruction since the commencement of the work. At least six hundred Lectures and Readings before educational bodies, lyceums and promiscuous assemblies, have been given in the same time. Students from the Institution are actively engaged as teachers in eight States of the Union.

It is due to patrons and the public generally, that we acknowledge gratefully the sympathy, appreciation and encouragement which have stimulated the larger work upon which we now enter.

FIRST ANNUAL COMMENCEMENT.

Perhaps the most important event in the history of the Institution, was the occasion of Inauguration, and of the first Commencement, held in the American Academy of Music, on the evening of June 11, 1874. The event was one of double interest, being not only the first commencement of the school, but the first commencement known to us, of a school of its character. We regret that our space will not admit of a complete report of the addresses delivered upon that occasion. We append

the report of the evening's exercises from "The Press" of the next morning, extracting briefly from the addresses.

[*From "The Press."*]

It is very rarely that THE PRESS is called upon to record the first commencement of any institution of learning in the city or vicinity of Philadelphia. Her medical schools are among the most venerable in the country, and those of dental surgery, though young in years, have already earned a world-wide reputation. The public-school interest is well represented twice a year by the exhibitions of the intellectual training of the pupils of the Boys and Girls' High Schools, and those who have imbibed of higher classical lore or more advanced scientific instruction at the University of Pennsylvania, or the applied studies at the practical Polytechnic College, have an annual opportunity to display their powers.

Last evening, however, an institution, whose object it is to devote its whole attention to the study of elocution and oratory, held its initiative exercises at the Academy of Music.

A large, refined and cultivated audience filled the house. The stage was set with a beautiful landscape scene, viewed behind an open arch, supported by richly draped columns. In front of this, a handsome arrangement of large foliage plants, and elegant flowers artistically grouped, added greatly to the general effect. Upon the stage were seated the speakers of the evening and a number of invited guests, prominent among whom were several well-known teachers of elocution. The ladies and gentlemen of the graduating class occupied seats in the front row of the parquet.

The proceedings were opened with prayer by

BISHOP MATTHEW SIMPSON,

of the Methodist Episcopal Church. A selection from Flotow's opera of "Martha" was well played upon the piano-forte by Mr. Carl Roese, and "Twilight," arranged from Mozart's "Marriage of Figaro," was sung very acceptably by

MISS CYNTHIA BARE,

Mr. Roese furnishing the accompaniment. An encore of the latter

performance was demanded, and Miss Bare responded by singing with remarkable taste and feeling "Last Rose of Summer."

INAUGURAL ADDRESS,

BY HON. JAMES POLLOCK, LL. D.

* * * * * * *

We have had presented to us this evening the elocution of Nature in its most beautiful language, the presence of flowers, and sweet song from woman's lips. All this cheers us and aids us in our work in supporting any effort to perfect Nature's gifts and add to her many expressions. I am deeply interested in education, not only State, but National. I am glad to say that Pennsylvania occupies a high and honored position among the commonwealths of the Union in both the number and excellence of her institutions for both men and women. But this is a new departure—this oratorical school. We take a pride in our private and public schools. All wish them success. But we live in an age of progress, of practical and grand ideas. I have just arrived this day by a train which brought me with lightning speed. What was the great power apparent in this? It was not the iron, or the cars, or the locomotive; none of these. It was man's pluck and energy embodied in all of them. It was the oratory of thought.

Now, the object of Prof. Shoemaker is not to bedeck the voice with gaudy and perishable jewels. Above all this he places his ambition, and honors the voice solely as the fitting and grand expression of the thoughts in the mind. And we all need it. How often have grand ideas lost all their effect from an improper and unsuitable grasp of words. Especially is this noticeable in the pulpit, where the man who stands bearing the message from on high should give it the sublimest and most wonderful conveyance. The lawyer needs it—not the pettifogger, for he works his ends by the bad language and absence of all true eloquence which mark his lengthy and meaningless speeches. But the legal practitioner of high rank finds in it the most valuable support. By a careful training of the voice, daily conversation would be chastened and made elegant, and the home circle would be the scene of cultivated refinement.

* * * * * * * * *

CONVERSATION.

ORATION BY HON. JOHN W. FORNEY.

* * * The great master, Shakspeare, in his exquisite and wonderful creation, "The Tempest," tells us that *Prospero*, Duke of Milan, taught the hateful monster *Caliban* how to speak:

Prospero. "* * * * * I pitied thee,
Took pains to make thee speak, taught thee each hour
One thing or other: when thou didst not, savage,
Know thine own meaning, but would'st gabble like
A thing most brutish. I endow'd thy purposes
With words that made them known."

And mark the reply of *Caliban* as showing how even this miraculous gift, like others, can be perverted to the basest uses:

"You taught me language; and my profit on't
Is, I know how to curse; the red plague rid you
For learning me your language."

Our English-speaking nations, sometimes arrogant, and claiming to be the great agents of an advanced civilization, boastful of Spencer and Shakspeare and Milton and Dryden and Walter Scott and Charles Dickens and Washington Irving, are sometimes brought to bay, so to speak, by the fact that with all their wonderful achievements there is a single country, that of China, with a language of its own, with habits and peculiarities of its own, older than our Christianity, whose traditions date back almost into the lost ages of antiquity, with a population of over three hundred and sixty millions! This is a somewhat startling fact when we remember that the population of all Europe is only two hundred and eighty millions.

And yet the English-speaking nations, though in a large minority even in Europe and literally lost in the sea of the Asiatic population, largely control the whole civilized world.

* * * My object was not to talk to you about language so much as conversation, its charms and its utilities, and in a large degree its connection with elocution. All who hear me will doubtless remember the beautiful engraving of "Washington Irving and His Friends," the original of which, owned by Alexander T. Stewart, of

New York, hangs in his magnificent picture gallery. There we have Oliver Wendell Holmes, Nathaniel P. Willis, George P. Morris, Fenimore Cooper, James Rodman Drake, Fitz Greene Halleck, James Russell Lowell—so many constellations surrounding the central star. Ah, could there have been a competent reporter present to take down the sayings of one or all of that remarkable galaxy! One such man as Washington Irving, like Dr. Samuel Johnson, is at once the text and the temptation for amicable and profitable discussions. More than once have I sat in the midst of a company surrounding President Lincoln, himself of course the leader in the conversation, but with a rare skill not taught in the schools or in society, he could listen as well as talk. Every visitor had his or her opportunity, and no one left without fresh thought and some kindly recollection. I think no man of modern times had a finer colloquial talent than Charles Sumner. He was equally polite, refined, and instructive, saying much himself, but always waiting to hear from others.

Genuine conversation, that is, the conversation which springs from self-respect and genuine toleration, that has not been prepared or rehearsed, that grows out of a desire to communicate and to learn, is among the most delightful of all recreations, precisely as mere controversy and altercation are most disagreeable.

You will pardon me, therefore, Professor Shoemaker, if I venture to suggest that in educating men for the pulpit, the Senate, the bar, and the stage, your mission, a high and honorable one as it is, can do infinite good in teaching the morals and the manners of conversation. Here you become a benefactor to what we understand as society. Here you rebuke and chastise that questionable habit which imitates the worst schools. We are told that many of the most ridiculous fashions in dress were copied from monarchs who were compelled to adjust their personal attire to accommodate their personal infirmities, and that the deformed figure of a king or a queen, necessitating a peculiar costume, was slavishly copied by their courtiers. So in regard to the weak and vapid Americans, who go abroad and return poor copies of the poor affectations of the Old World. There is nothing to me more delightful than the English language spoken by an English gentleman or lady; and, on the other hand, there is nothing more distasteful than the habit so admirably satirized by Mr. Sothern in "Our American Cousin."

* * * So many facilities for travel, for intercourse, for observation, are also so many opportunities for conversation. Travel has become so cheap, rapid, and safe that persons of ordinary means can see foreign nations for little more than the cost of living at home. These combinations or excursions are moving schools of the times, the *conversazione* of the day. "We take the wings of the morning and the Barcan desert pierce," and return to our homes physically refreshed and intellectually strengthened. The future commanders of our navy are taught their profession on the school ships of the service, gathering instruction and health as they pass from sea to sea, and visit city after city. You are conveyed in palace drawing-room cars to the Pacific, and exchange sentiments with strangers, who give you the experience of foreign lands in return for your own. The students of our colleges, even the children of our primaries, are conveyed from place to place that they may more intensely realize their own advantages and duties. So that it is not society merely, nor the formal gatherings in the saloons of the rich—where common-places are the coin of universal acceptance and circulation—but the homes of the mechanic and the workingman, in which the lessons you teach here to-night are utilized.

ADDRESS TO THE GRADUATES,

BY J. W. SHOEMAKER, A. M.

Ladies and Gentlemen of the Class of '74:

Every station along a line of travel awakens some new interest. The mind of the traveler is at least, diverted. He is conscious of a stop. The mental change may be of trifling importance—merely to count the distance passed or the distance yet to pass, to witness some interested face upon the platform, or to rest the eye for a moment upon the surrounding landscape.

But there are points of greater interest. Here a friend resides. There is the accompanying desire to see the face or hear the voice. Here he sought a situation twenty-five years ago. How changed the place; and he, how changed. But there are points of yet greater interest. The train has touched the village of his birth and boyhood. Oh, what crowding memories! How the heart throbs! See there, the

school-house! Why, how small! I used to think it quite a stately pile. And the play ground! Old faces thicken on his view. And with them comes the memory of childish sports, hasty words, boyish loves and broken vows. The mill, the factory, the village store, a few half-familiar faces, the cemetery! Mother sleeps there. The shrill whistle, and off! But the heartless iron steed seems to move more quietly as the tear dims the eye; and the heart subdues with that last, sweetest, saddest thought. On, on! He touches the Western prairie for the first time. Here is the line of Sunny South-land! Now he rests upon historic ground—the last long home of ten thousand heroes! He would linger here, but on, on, on! The relentless steed bears him on to the journey's end, and then he realizes that the interest of the way was largely centered in its stopping places.

Life has its stopping places. They are of varying interest. The passengers along its fleeting way come to stations of rest and observation. Such an occasion as this may be regarded as one of the stopping-places in the student's life.

This event in your career is of peculiar interest to me, because the occasion is equally an event in my own, and in the history of the Institution, with which I hope in the Providence of God to identify the remainder of my life.

You constitute the first class that we have thus publicly commended to the world. You are the van-guard of the Institution, and of the world for aught I know, in the official authority you bear, to represent the culture and the capability of human utterance.

Hardly a grander privilege was ever afforded any class of students either in science or in art. May I hope that the recognition of this fact will stimulate you to such a wise and persevering application of the principles adopted, as will secure the constant growth and development of your powers To *practice* them is for *you*, and in that practice is your only hope. You have chosen well. As a science, no other is so closely allied to those grandest sciences of the mind, and heart. For whatever your versatility or power of voice and action, unless you control the imagination, bringing the age and body of the time to bear upon your utterance, your discourse is deficient by a most vital principle. Unless the will be prompt to execute, and the judgment accurate in the discrimination of truth; unless your own *discretion* be your tutor, harmonizing the action with the word, and

the word with the action, you have lost the first elements of natural delivery. * * * * * *

As an art, you have chosen the highest: *Eloquentia Pulcherima Ars.* Yours is the art of presenting to the public view, almost as by the electric flash, the sentiments and emotions of the heart. Higher than painting, its canvas is the human voice, and its opportunity every phase and vicissitude of human life. Higher than sculpture, it has to do with movement as well as form. Higher than music, it is universal as the race.

As you have chosen the highest, so aim at the highest of your choice. Starting in the front of the line, keep your *place* in the march. Is your mission in the family and the social circle? No nobler field awaits the exercise of your art. To soothe the sorrows, and sweeten the life of childhood by word and smile and friendly act, to lighten the burdens of age, to give cheer and counsel to the friend of your bosom and the love of your heart, to reflect culture of mind and purity of life upon the social circle, is to mould character and elevate the race.

In public relations, the ends you aim at should be your Country's, God's and Truth's; and these you should represent by a communication worthy of them.

Ladies and gentlemen: in going out from us, you take with you our longings and our hopes. Remember your immortality begins here, that the God-part of you is infinite as Himself. Cultivate all your powers, consecrate them upon the altar of our holy religion, and God bless you.

LOCATION.

(1418 Chestnut Street, Philadelphia.)

The location of the Institution in the heart of a city such as Philadelphia, has advantages which can hardly be overestimated. The student is afforded almost constant opportunity of listening to masters of speech in its various departments, by which *habits* are naturally corrected, and the taste cultivated. The artistic sense in general is stimulated and educated, an acquirement most important in the study of expression.

COURSES OF INSTRUCTION.

The regular course of Class Instruction will occupy two terms of ten weeks each. These are designated respectively the Junior Term, and the Senior Term. Two hours daily, except Saturday, will be devoted to instruction and practical drill.

JUNIOR TERM.

This Term will be devoted to a systematic treatment of the subject, including a careful and thorough vocal drill, and practice in the whole range of expression. It will also cover such a variety of Readings and Recitations as may be necessary to

exemplify the various qualities and modulations of the voice, and will include gesture and action. In short, it is designed that the Junior Term shall constitute a complete course of elementary drill and instruction. The several lectures upon Shakspeare, History, Literature, and Physiology of the Voice, will be delivered during this Term.

Students having completed the Junior Term, can enter at once upon the Senior Term, or they may defer the second course until a later period.

SENIOR TERM.

This Term will combine a more extended course in vocal drill with a higher and wider range of Readings and Recitations. Opportunity will also be afforded for practice in large halls. Students of the Senior Term will be admitted free of charge to all lectures delivered in the Institution.

Persons who have not taken the Junior Course, but who upon examination, give evidence of a thorough acquaintance with the elementary principles of Elocution and Oratory, will be admitted to the Senior Course.

Summer Course.—It will be observed that the Summer Term is especially adapted to teachers, students in colleges and seminaries, and others whose only time for such a course is the usual summer vacation.

PRIVATE INSTRUCTION.

A Private Course of *one hundred lessons* will be regarded equivalent to the regular Class Course as combined in both the Junior and Senior Terms

A Private Course of *fifty lessons* will be regarded equivalent to the course of instruction in the Junior Term.

The lessons of the Private Courses can be taken at such intervals as may be most convenient for the student.

SPECIAL INSTRUCTION.

Shorter courses will be adapted to the particular wants of the student, or to special circumstances.

EVENING CLASSES.

Evening Classes will be conducted during a part of the year. All necessary information will be furnished upon application.

EXPENSES.

PAYABLE ONE-HALF IN ADVANCE, THE BALANCE AT THE MIDDLE OF THE TERM.

TUITION, Junior Term,	$50.00
TUITION, Senior "	50.00
LECTURE FEE, Junior Term,	5.00
DIPLOMA, for Graduates,	5.00

PRIVATE INSTRUCTION.

COMPLETE COURSE, One Hundred Lessons,	$250.00
COURSE corresponding to Junior Term, Fifty Lessons,	150.00
SPECIAL COURSE, Twenty-five Lessons,	80.00
SHORTER COURSES, per Lesson,	4.00

To Clergymen a deduction of twenty per cent. will be made on the above rates for tuition.

Students will be assisted in finding comfortable boarding places. Good board, with room, may be had at rates ranging from five to seven dollars per week. Students may board themselves in clubs, at about half these rates. The only other necessary outlay, except to students requiring the Literary Course, is a small item for books, &c.

LITERARY COURSE.

A course of Study in History, Rhetoric and Literature has been arranged for the accommodation of those who have not had the advantages of such study or instruction.

This course will be pursued simultaneously with the Junior and Senior Terms in Elocution and Oratory. It is regarded highly important that a knowledge of History as bearing upon the very spirit of Literature, of Rhetoric as embodying the structure and style of language, and of Literature itself in its philosophy and authority, should be familiar to the student of Expression.

This course is required only of students who desire to graduate, and who have not previously studied the branches specified.

Persons so desiring, will be admitted to the Literary Course alone, without reference to the course in Elocution and Oratory.

EXPENSES.

TUITION, Junior Term, ...	$25.00
TUITION, Senior "	$25.00

BASIS OF PRINCIPLES.

SUMMARY.

1.—Beginning with Conversation as the gift of Nature, it is our first and highest object to secure the *habit of chaste and elegant speech.*

2.—To this end, and for the higher accomplishments and purposes of the voice, it is regarded necessary that it be given such *body as will reflect character upon the utterance.*

3.—The design of the voice is the conveyance of thought and feeling. In harmony with this design, it is the aim to give it such *variety in modulation as will respond to the variety of sentiment and emotion.*

It is believed that a careful system of vocal training will tend to a healthful preservation of the powers of the voice, and often to the discovery of capabilities which had not been known to exist.

The most careful attention will be given to the cultivation of a correct and distinct enunciation, combined with a natural and vigorous expression in manner as well as in speech.

The Course will also include Lectures upon Methods of Teaching, Public Address and Oratory, with abundant and varied Practice in Reading and Recitation.

THEORY.

The following treatment of the subject will give in greater detail the fundamental principles upon which our theory is based. It is presented as read before the State Teachers' Association of Pennsylvania, upon the occasion of the Twentieth Annual Convention. This is appended in the belief that many persons of broad culture and education, have thought so little upon the art of delivery as to render some elementary statement necessary.

The first thought of a wise master builder, for those who go down to the sea in ships, is safety of passage. One motive governs all other considerations. She shall reach her destination and deliver safely all that has been committed to her. Though her sails be of fine linen and her timber of the goodly cedar, and she be laden with the gold of Ophir or with the most precious stones, if her timbers yield to the billows, and her wealth be lost in the deep, all is lost, and her greatness remains only in the greatness of that loss. The magnificence of her stores only adds to the fearful responsibility of him who sent her upon the waves thus unworthy.

While the educator is rearing the structure of the mind and freighting it with merchandise, he should remember that his work does not culminate with a sublime structure and an abundant cargo. It lies beyond that. He is not great whose mind is merely a great receptacle, though it be filled to the brim. That is the vessel of honor which bears successfully from port to port all that has been committed to it, and he has built well who has meted out such strength and pace. He is the educated man, who, freighted with wise and noble thoughts, bears them successfully to their proper destination. It is the application of knowledge, not the possession of it, which constitutes the true end of education. The end of life is in giving, not in receiving. A man is estimated not for what the world gives to him, but for what he gives to the world. Our subject has to do with one great medium for the application of knowledge. Very much of our education, to be available, must be handled, exchanged, conveyed to its proper port. Like the vessel and its merchandise, it is valuable only at its destination. Along with knowledge, therefore, and in proportion to it, comes the demand for its proper conveyance and application.

We are by no means disposed to ignore the fact that much has been achieved by the silent use of knowledge. Some of the richest fruits of philosophy, science and the arts, have been given

to the world by men and women the most reticent and non-communicative. Through *philosophy*, invention alone has given untold stimulus to civilization and religion, and advanced the world a thousand years. *Science* vies with Revelation in proclaiming the wonderful works of God. The *arts* are quietly lifting the race into a higher range of thought and feeling. They are hand maids of philanthropy and civilization, breathing "peace on earth and good will to men." But it has been reserved for the *human voice* to mould and modify every phase and vicissitude of human life. Whether science or art, the family or the nation, the Church or State, politics or theology, philosophy or religion, its influence is felt in all. The human voice is the great medium for the conveyance of thought and feeling, the outlet and passage-way of the soul, the divine current which allies man to his fellow. It is the medium by which knowledge is made universal; a canvas upon which we may throw thought and feeling that others may see and read. Soul is here brought to the surface, made tangible and portable.

But to do this there is needed an instrument, skilled, accomplished, disciplined. It must not be supposed that the Creator has here made exception to the common law of development. Here, as in every other element of our being, it is "first the blade, then the ear, then the full corn in the ear." It is the common order: germ, form, fruit. And the common process: culture, protection, exercise.

In the treatment of the subject, we shall consider the importance of vocal culture from the teacher's standpoint; certain common, existing faults of instruction; and such simple methods as may be presented without illustration, which may seem practical to the time and occasion.

1. *Importance.*—The importance of a high cultivation of the voice is abundantly apparent to us. But it is not enough that a teacher be himself informed upon his subject; he must be able to inform others. It is not enough that he be full himself; he must fill others. How shall we present the practical bearings of this subject upon our scholars, so that they may be stimulated to their share of the work? Standing, therefore, in the teacher's stead for a few minutes, let us consider the relations of this subject to a generation now in our hands as clay in the hands of the potter.

Education in any department is important in proportion as it gives a healthy development of strength and influence. Whether considered

with reference to self or the race, the voice has the highest claims upon our attention. As a physical faculty, the exercise of the human voice concerns *self*. A correct, easy utterance demands a natural position of the body. Proper position conduces to symmetry of form, which means a healthy development of all the physical powers. It is a protection to the throat, giving to it muscular strength and vigor. It promotes proper habits of breathing, and calls into play many of the most vital organs of the human body. Properly directed, it becomes a most practical source of health and grace to the whole being.

Natural and healthful exercise is a condition of growth and development as absolute as air or food. It applies to our whole triune nature. I gain strength for to-morrow by what I have done to-day. The mind expands by its exertions. The heart that cherishes the affections of to-day, burns with a brighter and warmer benevolence to-morrow. The physical power, therefore, which calls into action the greatest aggregate amount of physical force, demands in proportion our attention and proper direction. We need only call to mind that the throat and lungs, the organs of respiration, the air we breathe and the manner of breathing it, the proper adjustment of all the parts of the body, position, dress, and digestion itself, are so related to a proper exercise of the voice as to receive the utmost advantage from it.

Next to its uses for the sake of self, comes its bearing upon the family, and those most nearly allied to us, constituting what is known as the *Social Circle*. Here begins the mediatorial office of the voice. It becomes here the current of revelation from the within to the without; and its power over the thoughts and affections which it bears from us, though not susceptible of measurement, must be regarded of vast importance. By it, human weakness may be brought to the surface, and set as a target for the finger of ridicule; or it may be covered and hidden from view. The noblest design may be rendered weak and imbecile. Culture of mind and the purest affection which the heart can give forth, may come to the surface, coarse and almost vulgar; or fresh, vigorous and pure as the fountain whence they issue.

The voice may be taught to reflect upon every relation of life. The *business man* lays his voice by the side of his wares, and the eye of the purchaser harmonizes with the ear in its judgment The ear hears a sound harsh and uncomely; the eye pronounces the cloth coarse and

wanting in polish. The ear hears a voice apologetic and shrinking; the eye pronounces the coffee of questionable quality, and the sugar adulterated. The ear hears a voice firm, pure, and confident; the eye sees a fabric of unusual firmness and durability. We do not pronounce these sentences as having absolute force, but as true in their bearing one upon the other. The *public man* presents himself first to the eye and the ear of his audience. His words approach the judgment with recommendations from these senses, favorable or unfavorable. If favorable, he sustains to the audience the position of a stranger who approaches you with a strong letter from your friend. You are thrown on his side, and prefer to help him if you can. So the judgment of the audience is thrown in the speaker's favor; it prefers to accept his words. If unfavorable, he sustains the relation of him whose approach to you has been preceded by unfair reflections upon his character. He finds a barrier in the way of his access to you. The voice is in many instances a barrier in the way of a speaker's access to the mind and heart, weakening and modifying the words, sometimes to such a degree that they are utterly lost. The voice is often so at variance with the sentiment, as to convey a meaning almost in contrast with the purpose of the speaker. But we dare not dwell. It may be readily shown in all relations, First, that the voice should satisfy, and, if it be possible, gratify the ear. Second, that it should sustain and strengthen the sentiment. Third, that it should vary in harmony with the sentiment.

The culture of the voice should be taught as a matter of cleanliness. A sluggish, slovenly tone is as filthy as an uncombed head, or a collar ten days worn. It should be taught as a matter of courtesy. You owe it to your neighbor to give him a pure tone as much as the tip of the hat or the morning salutation. It should be taught as an element of happiness. Our highest happiness is reflex. It is that which comes back to us from the joy we have given to others. No other agency within the compass of our natural power is so adapted to the communication of happiness to others as the human voice. It should be taught as an agency of moral culture. A voice of dignity and elegance will attract to purity and truth, to virtue and religion. Correct sounds should be taught as a preservation of the language. Sounds erroneously pronounced during school days will so develop the organs in that direction as to be corrected with difficulty. The habit will often prejudice the ear against that which is correct.

2. *Faults.*—In considering the faults most common in our education of the voice, I call attention first to the wide spread habit of forcing loud and boisterous tones, rather than intelligent responses. A tendency on the part of teachers to obtain sound without much reference to sense. Very often, too, it is obtained at the expense of every natural use of the organs, rendering the voice harsh and discordant, and physically weakened. This applies to recitation in all branches of study, but mainly among primary scholars. It has its worst phase in the harsh, fierce utterance of the letters of the alphabet, and in spelling and early reading lessons. The child should be taught to give the name of the first letter of the alphabet, and every letter, intelligently, as it would give the name of any one object in the room, whole, complete, with firm, pure voice, and nothing more. A greater fault consists in the almost total want of attention to the voices of pupils outside of the few minutes devoted to the reading classes proper. Though the pupil may be in only one *reading* class, every class should be a *voice* class in which the voice is used. It is worse than absurd to expect any satisfactory results in the culture of the voice while it is used properly in *one* recitation and improperly in *five*. If there is anything in practice, then the *faults* of the voice must have greatly the advantage.

Again, the body of sound is rarely correct. The *a*, *e*, *i*, *o*, *u*, of speech is neglected. The organs are not properly set, and in consequence there is not obtained that resonance and flexibility of which almost every voice is capable. Head tones, mouth tones, and throat tones are left uncorrected, and with every repetition, are more strongly fixed in the habit of the student.

Then, there is great neglect of the true source of vocal strength. Few students in our public schools ever learn to command the lower part of the lungs and the abdominal muscles during utterance, and in consequence always use the voice to disadvantage. The lower muscles of the body constitute the *fulcrum power* of the voice, and to speak without using them is like lifting a heavy weight from an unnatural position. Strength is wasted. Thousands are constantly exhausting physical force in speech which might be saved if the proper organs were brought into play. Had we time we could adduce a number of instances of persons whose speech had become painful and burdensome, who so changed the location of the tone in a few days' time as to speak with entire ease.

3. *Remedy.*—The remedy for many of the faults so common in speech lies within the reach of almost every teacher. No instrument was ever committed to human care and management, capable of such delicate variety and harmony as the voice of the average child. Pure as the morning breeze, sporting as the winged songster, versatile as the mountain stream, is the prattle of happy childhood. Nature hath shown herself more lavish in the *instrument* of communication than in the *knowledge* to be communicated. The God-given voice is greatly superior to the God-given knowledge. The natural suggestion is, that the culture of the voice should be assigned its proper place in the van of all higher culture. The *fact* is, they are educated inversely. Processes of development are applied to the mind tending to natural and vigorous growth. A lifetime is devoted to storing in knowledge, while the great channel of communication is almost entirely neglected. The voice is left to itself; and, in one, is dwarfed for want of the necessary attention and nourishment; in another, for want of proper pruning and direction, is allowed to run into the most unnatural vagarics.

We submit, there should be early attention given to the habits of voice in the child. The voicc in recitation should not bc diverted from the simplest and purest tones of its ordinary use. When false tendencies are discovered, they should be promptly corrected, whether on the playground, in the morning salutation, or in the grammar recitation, as well as in the reading class. The current of tone should be kept in the proper channel, and the stimulants of cleanliness, courtesy, business and morality, to which reference has already been made, applied in due proportion and with due caution. A faculty of such constant exercise, it is eminently important that the most careful attention be given to the *habit* of voice in the practice of the child.

I am told that so little attention has been given to this subject in the education of the teacher, that he is unprepared to criticise the voice of the pupil.

While admitting the force of the difficulty, yet were he ordinarily to apply the principle of correcting bad habits as far as he knows, we believe great good would be done, and he would be led to the discovery of much that is unknown.

In addition to this direction and correction of the voice, pleasing and varied exercises should bc mingled with the reading exercises, such as the ear will enjoy. The ear should be led as rapidly as possible to

enjoy sounds. It will thus soon discriminate between what it likes and what it dislikes, and this accomplished, the point of a higher and closer discrimination is not far distant. The teacher should aim to secure in the pupil the criticism of his own ear. A most important work is done when this is attained. Every indication in this direction should be encouraged by the teacher. When the flat, high, hard, harsh or excessive nasal tones are observed by the pupil, and *hurt* as they fall upon the ear, the teacher's work is largely done. The student is then put under a critic more faithful and constant than the teacher can possibly be to him.

Nothing can take the place of judicious exercise of the elementary sounds in early practice. The drill on these, carefully varied, should form a *daily* exercise in our primary schools. The greatest care should be taken in all these exercises to develop *chest tones*, versus head, throat, or mouth tones. I shall suggest a single additional element in the culture of the voice. The teacher cannot impress the value of *proper breathing* with too much emphasis. Deep, full breathing should be urged as a *habit*, not merely as an *exercise*. Every muscle and organ within the whole range of the respiratory system should act with each successive breath. The intercostal muscles are very largely dependent upon breathing for their exercise. By it, the lungs are rendered capacious and flexible, the muscles of the sides and back are strengthened, the whole body has added form and comeliness, and the voice obtains a strength and resonance which it can have from no other source.

Mr. President and Members of this Convention: I recognize the privilege afforded me for the discussion of this subject to-day, as one of many evidences familiar to us all, that a new era is dawning in the history of education with reference to the human voice. In our haste after principles we have overlooked the fact, that culture as well as knowledge must supplement nature. In the palmy days of oratory, and in the age of its masters, the culture of the voice was held of first importance. We believe that within the possibilities of this wonderful instrument, there may be found a response to every sentiment of the mind and every emotion of the heart. And it is not an idle hope that in proportion as the mind of man expands to a wider range, and the human heart glows in a higher benevolence, and human nature is absolved from sin, the *voice* may be first to reflect the Divine image, in tones such as make up the melody of Heaven.

DIPLOMA AND CERTIFICATE.

Students who pass a satisfactory examination upon the completion of the regular course and who deposit a Thesis in the Institution will be entitled to the *diploma* of graduation.

The Junior Course is designed to give a complete basis of principles in itself, and students who pass the examination upon this course will be awarded a *certificate* of corresponding force.

PRIZES.

A system of competitive exercises is under consideration and will be presented as soon as a plan is matured.

GENERAL ADVANTAGES.

Students desiring to pursue special studies outside of the Institution, will have the most abundant opportunities in every department of Literature, Science and Art. The National School of Elocution and Oratory, is located in the midst of the principal Educational Institutions, Art Galleries and Studios, Public Libraries, Public Halls, &c., the remotest being within easy reach.

The University of Pennsylvania, the several Medical and Dental Colleges, the College of Pharmacy, the several Business Colleges, the Polytechnic Schools, the Conservatories of Music,

the several schools of Art, including the School of Design for Women, the Franklin Institute, the Wagner Free Institute of Science, added to the numerous Academies, Seminaries and Schools of every grade, and the hundreds of Private Tutors in every possible field of learning, seem to leave no avenue to knowledge unoccupied.

The average student should devote about four hours per day to Elocution and Oratory, leaving time for other special study or general reading.

Those requiring the Literary Course in connection with the course in Elocution, will have little time for outside studies.

The opportunities for hearing the most gifted lecturers and public speakers, masters in Elocution and Oratory, are unexcelled.

